

1. Summary information					
School	Spring Brook Academy			Type of SEN	SEMH
Academic Year	2018/19	Total PP budget allocation	£60,995	Date of most recent PP Review	Audit Committee & Standards Board – April 2018
Total number of pupils	77 (5-16)	Number of pupils eligible for PP	57 (DfE allocation)	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Expected & Exceeding in English Grammar	67.4%	56.7%
% achieving Expected & Exceeding in Maths	71.3%	48%

3. Barriers to future attainment for pupils eligible for PP	
A.	Emotional, physical, social and communication difficulties caused by the children's various needs present the greatest barriers to learning at Spring Brook and impact on all areas of school life
B.	Safeguarding and welfare issues which may lead to Social Services involvement
C.	Broken family structures causing family stress and low resilience
D.	Socio-economic disadvantage such as poverty
E.	Trauma and other mental health issues in the family and/or child
F.	Tracking progress and achievement (to ensure no children and young people are disadvantaged) has proved very difficult as the system moves through 'life without levels' and the principles highlighted within the Rochford Review appear to be yet agreed. The New Bridge Group has invested a huge amount of time and effort developing a Dashboard that measures both academic and learning for life levels.
G.	The 'Oldham Education & Skill Commission Report 2016: A Self-Improving Education System' shows that in contrast to the rest of the country, EHCPs in Oldham are increasing with a particular growth in the numbers of pupils with Social, Emotional and Behavioural Difficulties coupled with recognised delay in early diagnosis. The report states that there is 'a projected future pressure on places'. Oldham has a high level of permanent exclusions in the secondary phase and it is clear that current arrangements are not working as well as they

should. The Commission Report also holds anecdotal evidence that mental health issues in children and young people are increasingly prevalent and that the availability of appropriate support needs to be improved. This is a national issue but one which also needs to be addressed locally in Oldham.

4. Desired Outcomes		
<i>Spring Brook Academy places all learners on an appropriate aspirational pathway:</i>		<i>Success criteria</i>
A.	Being independent	living independently, paid employment 16 hours or more, University/Higher Education
B.	Working with support in my community	living in semi supported living, living away from home, occasional paid work (bank etc.), volunteering, accessing community facilities
C.	Volunteering in my community	may be living with family or with support in community, accessing community placements, with support volunteering in local businesses etc.
D.	Playing a part in my community	accessing day provision, with support to have the skills to independently live within a home setting, with support access community clubs etc.
E.	Taking control	having the aptitude and skills to stay within the local area/community, being supported by named adults and making independent decisions about choices.
F.	Taking part	having the aptitude and skills to stay within the local area/community with support to access "safe" environments that are chosen by others
G.	Being involved	having the aptitude and skills to stay within the local area/community, inevitably supported by named adults who make decisions in the best interest of the young person
5. Planned expenditure		
Academic year	2018/19 - EXPECTED ALLOCATION £60,995	

i. Quality of teaching for all

The New Bridge Trust has developed a new system that aims to measure progress in 7 key areas. If young people are able to make progress in relation to these 7 key areas we have unequivocal evidence that they will reach expected levels at the end of Key Stages 2, 3, 5 and then have every chance of moving on to their desired destination as they leave school.

These 7 areas are as follows:

- being an independent learner
- attending school on a regular basis
- academic success
- being engaged with a curriculum that meets your interests
- being involved in the wider life of the school
- having a positive outlook, keeping safe and behaving appropriately
- getting support when you need it

Desired outcome	Chosen action/approach	Evidence & rationale	How we will ensure it is implemented well	Staff lead	Review date
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Being involved in the wider life of the school	Access to after school clubs, holiday clubs and residential visits, Scouts, Arts participation such as Young Voices and Theatre trips, , sports events, Duke of Edinburgh's Awards (DofE), Princes Trust	Extended access to before school and after school clubs to ensures our 'staying safe' strategy is enhanced. Holiday clubs offered throughout the year apart from Christmas and 2 weeks in August. A calendar of sporting events scheduled throughout the year.	There is a named Director for Extended schools to ensure success. There are clear processes in place to direct residential organisation and planning. DofE and Princes trust is embedded within the curriculum offer. HOS oversee the whole offer	KBY, HOS	September 2019
Being an independent learner	Allocation of a dedicated Pastoral Lead in the form of attendance / safeguarding / family and multi-disciplinary liaison Bespoke AP/Offsite offer for those who require it Assistant DSLs	Behaviour interventions and close relationships with families/agencies to improve attendance / engagement and attainment. Targeted advice and support to assist staff to support positive behaviour development and curriculum engagement in individual pupils. Access to professional input to further support the mental health and wellbeing needs of individual pupils.	Pastoral CEO, HOS and school pastoral support mechanism monitor the impact of desired outcome. Dir CP/Safeguarding & Asst CEO pastoral 2 Dedicated Offsite staff members	AKC SMY JSN HOS, DHOS SMH GHD,	September 2019

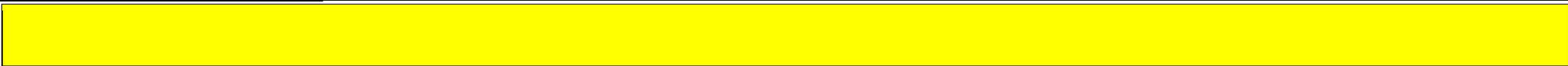
Total budgeted cost £38900

ii. Targeted support

Desired outcome	Chosen action/approach	Evidence & rationale	How we will ensure it is implemented well	Staff lead	Review date
Having a positive outlook, keeping safe and behaving appropriately	Providing small group and 1:1 work in a range of discrete provisions and pathways	<p>Collaborative learning or small group work to ensure working together using structured approaches and well-designed tasks.</p> <p>Individual instruction to provide differentiated tasks for each pupil at the appropriate level. Access to discrete provision and vocational pathways is seen to be effective in securing a positive outlook, being safe and behaving appropriately.</p>	Key people monitor the curriculum, pathways and discrete provision to ensure raised attainment and quality of curriculum diet.	HOS, JDE Curric Advisers PSN MPJ PAD LCH SRE	September 2019
Academic success	Purchase of equipment to enhance learning experiences and tailor learning in to individual needs.	Evidence shows equipment and technologies support learning and improve attainment. This is also effective with younger or less motivated learners. Introduction of individual iPad for each pupil.	Curriculum Leads in relation to purchases and bespoke curriculum resources. Mobit Committee monitors technology and purchases CEO Standards ensures specialist teaching is implemented.	JDE, HOS, Curriculum Advisers,	September 2019
Total budgeted cost					£15500

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Evidence & rationale	How we will ensure it is implemented well	Staff lead	Review date
Having a positive outlook, keeping safe and behaving appropriately	Opportunity to participate in extra-curricular and community activities	Provided opportunities to participate in extra-curricular, community opportunities ensure appropriate behaviours and development are nurtured. The offers of a residential experience at certain key stages enrich lifelong opportunities. This promotes inclusion within the community.	Pastoral teams overseen by DHOS ensure these opportunities are fairly and equitably implemented.	KBY Curriculum leads DHoS	September 2019
Total budgeted cost					£6600



6. Review of expenditure				
Previous Academic Year		2017/18 – TOTAL AMOUNT RECEIVED £72,628		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost £37500
Being involved in the wider life of the school	Access to after school clubs, holiday clubs and residential visits	<p>Duke Of Edinburgh was again popular with the KS3 and 4 students and the introduction of the princes trust also had involvement</p> <p>Whilst there were smaller numbers of secondary pupils accessing After school and holiday clubs, the primary number had increased from the previous year</p> <p>Residential visits</p> <p>Last year there were 3 residential visits that students participated in. YR6 Wales YR 8 EuroDisney YR 11 Haven</p> <p>Our evaluation findings make it clear that involving children and young people in brilliant residential experiences can lead to:</p>	<p>ASC programmes with clear structures, with a strong link to the curriculum with appropriately trained staff are clearly linked to academic benefits.</p> <p>Whilst there is a wide range of activities provided for the breadth of students across the clubs, continues to be well attended by primary pupils, this offer needs to be reviewed from a purpose and quality perspective to ensure we capture more secondary pupils</p> <p>This is to ensure that we can have a clear picture of what families use the After School and Holiday clubs for in order that we can amend, improve and adapt the activities to suit need throughout the year.</p> <p>The MAT residential experience offers pupils from Spring Brook to mix with other peers of the same age and this is indicative of the 'wider' school</p>	

		<ul style="list-style-type: none"> • improved achievement, attainment and progress • new and developing skills and understanding • improved learner engagement and motivation • greater enjoyment of learning • improved behaviour and attendance • significantly enhanced relationships with both staff and peers • enhanced resilience, confidence and wellbeing • more successful transition experiences • meaningful opportunities to develop and practise leadership and independent skills • raised aspirations <p>greater cohesion and a sense of belonging</p>	<p>experience that they gain from this opportunity.</p> <p>We need to capture the skills and engagement that the pupils' gain and display on these residential through our Dashboard assessment system, specifically the Learning for life element.</p>	
Being an independent learner	<p>Allocation of a dedicated Pastoral Team in the form of behaviour or family support</p> <p>Dedicated offsite team</p>	<p>The provision of a dedicated Pastoral Team has enabled us to respond to the pastoral needs of all pupils, including PP pupils. The team worked closely with teachers and families and a range of external agencies and multi-disciplinary professionals to holistically manage a range of pastoral issues including attendance, conduct,</p>	<p>A nurture group alongside the support of the Pastoral Team have provided targeted intervention for those pupils social, emotional and mental health needs in the main body of the school. Further exploration of how the the Nurture Group offer could be developed</p>	

		<p>contact, intervention sessions and reflection periods. They also worked with Social Care to support early intervention, Child in Need and Child Protection processes. The intervention and support coordinated by this team ensures pupils are present and able to engage in learning.</p> <p>Collaborative learning or small group work ensures working together using structured approaches and well-designed tasks.</p>	<p>further to meet the needs of these pupils is warranted.</p> <p>Access to counselling would benefit several individual pupils.</p> <p>Further training and professional development to meet social, emotional and mental health needs of pupils would be advantageous.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost £22750
<p>Having a positive outlook, keeping safe and behaving appropriately</p> <p>Academic success</p>	<p>Providing small group and 1:1 work in a range of discrete provisions and pathways</p>	<p>Primary model classes were piloted to gauge the engagement of pupils with specific challenging SEMH needs. The curriculum offer was designed to provide the level of consistency, structure, routine, and total communication to ensure the engagement of these pupils.</p> <p>The curriculum was based around the three key areas of Living Skills and designed to enable English and Maths teaching and learning to be embedded within functional and meaningful activities both within school and in the local community.</p>	<p>The groups have proved successful, increasing engagement and enhancing communication skills of pupils in these groups. Following the success of the pilot, these groups will run again in 2018-19. Further work to continue to establishing the curriculum offer and formalising the input of external professionals and agencies</p>	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost £12600
Having a positive outlook, keeping safe and behaving appropriately	Opportunity to participate in extra-curricular and community activities	<p><u>Sports Events</u></p> <p>Funding has sustained opportunities for pupils across the school to participate in a range of local, regional and national competitive sporting activities both in school and out of school through collaboration with a variety of sporting partners. During 2017-18 competitive opportunities have included sports such as:</p> <ul style="list-style-type: none"> • Cricket • Table cricket • Wheelchair basketball • Rowing • Football • Tag rugby • Power chair football • Basketball • Athletics <p>Our engagement with the MCFC City in the Community project has further increased opportunities for our young people by enabling us to take part in regular tournaments and events</p> <p><u>D of E Award</u></p> <p>The continued development of the Duke of Edinburgh's Award has resulted in the offer being extended to some of our more challenging and complex young people. The offer has been further developed to offer Gold Awards. This gives our young people opportunities to participate in their local communities and they are</p>		

		<p>able to contribute in a meaningful way, for example becoming sports leaders.</p>		
		<p>During 2017-18, young people accessed the DofE Award who were in receipt of Pupil Premium.</p>		